

REDUCING HOMESICKNESS USING SOLUTION-FOCUSED BRIEF COUNSELING

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Abstract: Based on the results of the questionnaire data as many as 67.5% or 79 out of 117 students in class VII girls still experience homesickness. Referring to the background that has been stated above, the follow-up action taken by the counseling teacher is to conduct group counseling services with SFBC (solution focus brief counseling) techniques to reduce homesickness in students. The purpose of this study is first to find out the process of applying SFBC (solution-focused brief counseling) counseling techniques in reducing homesickness, and second to find out the application of SFBC (solution-focused brief counseling) counseling techniques in reducing homesickness in students. The type of research conducted uses class action research. Classroom action research conducted by design refers to the Kemmis & Taggart model design, where each cycle in this study consists of four stages, namely, (1) planning, (2) action, (3) observation, and (4) reflection. The research was conducted with two cycles, the results of the first cycle research are From the results of data processing cycle 1 (after group counseling services with SFBC techniques) it is known that there are 13% or 3 students in the high homesickness category, and 88% or 21 students in the very high homesickness category. The results of the Guidance and Counselling Action research in cycle two, namely the results obtained that as many as 25% or 6 students were classified into the high homesickness category, and as many as 75% or 18 students were classified into the very high homesickness category. Here there is an increase in percentage from 13% to 25% for the high category and a decrease in percentage from 88% to 75% in the very high homesickness category. Then there is an increase in the comfort scale from cycle 1 to cycle 2 by 20 people.

Keywords: Homesickness, Counseling, Solution-Focused

INTRODUCTION

Boarding schools are a choice of advanced schooling that is in demand by students and parents who want their children to gain more religious knowledge, memorize the Qur'an, have good morals, and are also academically good. In *Boarding school*, students are required to live in a dormitory environment and are expected to adjust to the situations and conditions that exist in the school and dormitory environment. This is a challenge for new students so that they can adjust well to the school and dormitory environment. Sunbul and Cekici (2018; in Dewi, Nurdin: 2020) suggest that sometimes students' decision-making to leave home can cause a certain level of stress for them because they will face challenges in adjusting to a new environment.

According to Ghaida, et al (2022) In adolescence, success in interacting with their social environment will greatly affect further psychological development. During the adjustment process, students may experience a sudden sense of displacement from previously familiar surroundings. Sunbul and Cekici (2018; in Dewi, Nurdin: 2020)

suggest that students may experience a psychological problem called *homesickness* or a deep longing for family members and feelings of alienation when in new, unfamiliar circumstances. *Homesickness* can be considered a serious problem for individuals even though until now it has not received much attention in scholarship. Biasi, Mallia, Russo, Menozzi, Cerutti, and Vilani (2018; Dewi, Nurdin: 2020) suggest that *homesickness* is a complicated problem in individuals that has an impact on individual emotional, cognitive, social, and somatic functions.

Homesickness refers to a negative emotional state due to separation from home and closest figures characterized by longing and strong thoughts about everything related to home accompanied by difficulty adapting to a new environment (Stroebe et al, 2002, Deby, Maya: 2017). Referring to various research results, shows that *homesickness* is experienced by various ages and in various settings, one of which is in students who experience school transfers and transitions such as students who are in dormitories or *boarding schools* (Fisher, Frazer & Murray, 1986, Deby, Maya: 2017).

Fisher (2017; in Lestari: 2021) also states that *homesick* individuals experience various symptoms, ranging from mild to severe symptoms that can reduce cognitive, physical, and psychological functions. *Homesickness* can be experienced by anyone, from different cultures, races, and ages. The impact of *homesickness* varies. Research proves that first-year students who experience homesickness are 3 times more likely to drop out (Thurber & Weisz, 1997; Lestari: 2021).

Polay-Dieu Hack (2012) in her research explained that some individuals who experience *homesickness* begin when departing from the home environment. However, most individuals who experience homesickness begin when individuals arrive in a new environment. The development of homesickness experienced by individuals in the first three weeks after arriving in a new environment, even a small percentage experience after one year of individuals leaving the previous environment. However, the average individual who experiences homesickness begins the first three to six months after the individual arrives in the new environment.

Research findings from Saravanan et al. (2017; Hilmia: 2021) suggest that *brief* interventions are considered appropriate to help students reduce *homesickness*. A counseling approach that is *brief* and guides counselees to focus on problem-solving is

Solution-focused Focused Brief Counseling. As a postmodern counseling approach, SFBC is a strength-based theoretical intervention founded on the belief that individuals have knowledge and solutions to every problem (Jones, et al., 2009; Hilmia: 2021).

According to Hilmia (2021), SFBC is brief, which means it is direct and uses efficient time (here and now). SFBC is also solution-focused. Counselors are intervened to focus on solutions, efforts that can be made at this time to solve the current problem, and planning for counsees in dealing with the problems at hand. Homesickness is a psychological condition that can hinder the optimization of learner development. Homesickness makes him lose focus on realizing his potential that needs to be honed and developed. SFBC can guide learners not to drag on homesickness which only makes them lag in the education and development process and focus on what can be changed.

Homesickness also occurs in class VII girls. Based on the results of the questionnaire that has been distributed, data obtained as much as 67.5% or 79 out of 117 seventh-grade female students still experience *homesickness*. Referring to the background that has been stated above, the follow-up carried out by the counseling teacher is to conduct group counseling services with SFBC (*solution focus brief counseling*) techniques to reduce *homesickness* in students.

METHOD

The type of research used is classroom action research. Classroom action research according to Kurt Lewis is a series of steps consisting of four stages, namely planning, action, observation, and reflection (Sanjaya, 2009; Argusni, et al: 2019).

The indicator of the success of PTBK is the decrease in *homesickness* as indicated by a decrease in the total score of the respondent **which** is the overall summation of **the** answer score, **where the greater the total score, the higher the level of *homesickness* owned, and vice versa the smaller the total score, the lower the level of homesickness.** Then there is a comfort scale. Comfort scale for students. So students are asked to mention their comfort scale from a scale of 0 (least comfortable) to a scale of 10 (most comfortable), when the student answers the scale is close to 10, it means that the student is comfortable at Assyifa, but when the scale is still 5 and below, it means that it is still not comfortable.

The data collection technique used in the study is a direct data collection technique, which is a data collection technique that directly takes data from the subject under study. Data collection instruments with a questionnaire (questionnaire), which is by giving a set of questions or written statements to respondents to answer (Sugiyono, 2010).

The type of questionnaire used is a closed and direct questionnaire, which is a questionnaire that provides answers so that respondents only need to choose, and respondents answer statements about themselves (Arikunto, 2010).

The technique of distributing questionnaires in guidance and counseling is also called *Need Assessment*, Kaufman (1972) explaining *Need Assessment* is a process for obtaining discrepancy data and placing priorities among discrepancies or existing needs (Bathara, Mas Ovi Putra. "PENGEMBANGAN APLIKASI NEED ASSESSMENT SISWA UNTUK PENYUSUNAN PROGRAM BK DI SMK"). Meanwhile, based on the Inspirational Module of SMP BK Services *Need Assessment*, which is the process of collecting, analyzing, and interpreting data or information about students and their environment. This is to get a picture of various individual conditions as a basis for planning Guidance and Counseling service programs. Needs analysis can also come from theoretical assumptions about individual development and the risks that accompany it.

Conducting the *Need Assessment* is in line with the definition of differentiated learning mentioned in the module 2 package on student-centered learning practices in the teacher education program of the Ministry of Education and Culture, that differentiated learning is a series of reasonable decisions made by teachers that are oriented towards students' needs.

In addition to the questionnaire, scaled questions are used, which serve to provide a baseline measure, indicate the level of motivation for change, and assess the level of confidence that the change will be sustained. Very importantly, the counselee can make numerical rankings (for example, on a scale of zero to ten) according to de Shazer (2005, Widayanti, 2020).

Scoring and data collection techniques using the *Homesickness Questionnaire* (HQ) there are 21 statement items with four answer choices that describe the frequency of the level of homesickness in students, namely Strongly Disagree (STS), Disagree (TS),

Agree (S), and Strongly Agree (SS). Respondents were asked to choose one of the answer choices, which best described their situation from the four available answer choices. The respondent's total score is the sum of the answer scores, **where the greater the total score, the higher the level of *homesickness***.

The data analysis is done by scoring the total questionnaire, and then after the scoring is done, the range of the highest score is divided by 4 (because there are 4 categories). There are 4 categories of *homesickness*, starting from low, medium, high, and very high. Categories are formulated through Microsoft. Excel by using the IF function.

The measuring instrument used to measure *homesickness* in this study is the *Homesickness Questionnaire* (HQ) developed by John Archer et al (1998), which has been validated in a thesis written by Oktavia Arlindie (2019).

FINDINGS AND DISCUSSIONS

The core activity of group counseling services begins by asking about their initial purpose of entering assyifa, what their goals or expectations are, and then what their expectations are when they finish counseling. Group counseling is carried out with the SFBC *miracle question* technique, namely by relaxing and asking them to imagine that for example all the problems they are currently going through are resolved by a miracle. Then explore with sparking questions about their feelings. Furthermore, *exception* or exception questions, namely giving exception questions, when they did not feel *homesick* while in Assyifa, why this happened, and what they did at that time.

Then a scale question is asked, from 0-10 if 0 is the most uncomfortable, then 10 is the most comfortable on the scale at this time, after another exploration is done through the trigger question, and the target rises to what scale when they are said to be comfortable.

The Final Activity is done with what to do when they feel *homesick*, so that they *survive*, then they write down what will be done in the next week, and give an impression after this group counseling.

The differentiation carried out is process differentiation, namely in this first cycle the researcher groups students based on their level of *homesickness*, so it is not based on

class or room. Then in the group counseling service process, each student has their reasons, goals, and targets about *homesickness* and how they can reduce it.

Observation of group counseling services is carried out by peers to supervise the implementation of group counseling services.

Student observation was conducted by distributing *the Homesickness* questionnaire for cycle 1 evaluation through *Google Forms*.

Table. 1

NO	NAME	CLASS	ROOM	BEGINNING DATA		INITIAL SCALE	CYCLE 1	
1	AQ	7 FATIMAH	7.9	64	VERY HIGH	5	55	HIGH
2	AD	7 KHODIJAH	7.10	61	VERY HIGH	3	60	VERY HIGH
3	AG	7 KHODIJAH	7.6	65	VERY HIGH	5	57	VERY HIGH
4	DA	7 MARYAM	7.4	73	VERY HIGH	4	68	VERY HIGH
5	EA	7 MARYAM	7.7	58	VERY HIGH	1	62	VERY HIGH
6	HN	7 ASIAH	7.7	66	VERY HIGH	2	68	VERY HIGH
7	JS	7 ASIAH	7.8	59	VERY HIGH	2	56	VERY HIGH
8	KA	7 MARYAM	7.8	63	VERY HIGH	2	50	HIGH
9	KH	7 FATIMAH	7.8	62	VERY HIGH	3	54	VERY HIGH
10	KN	7 ASIAH	7.8	61	VERY HIGH	2	56	VERY HIGH
11	KS	7 MARYAM	7.8	59	VERY HIGH	3	54	VERY HIGH
12	LB	7 FATIMAH	7.8	68	VERY HIGH	0	61	VERY HIGH
13	MM	7 MARYAM	7.8	58	VERY HIGH	2	57	VERY HIGH
14	NH	7 MARYAM		53	HIGH	3	57	VERY HIGH
15	NS	7 KHODIJAH	7.2	63	VERY HIGH	2	52	HIGH
16	NZ	7 MARYAM	7.9	64	VERY HIGH	3	57	VERY HIGH
17	QA	7 KHODIJAH	7.9	61	VERY HIGH	2	66	VERY HIGH
18	RY	7 MARYAM	7.6	68	VERY HIGH	6	59	VERY HIGH
19	RP	7 FATIMAH	7.10	59	VERY HIGH	4	54	VERY HIGH
20	SN	7 ASIAH	7.4	58	VERY HIGH	4	48	HIGH
21	SD	7 MARYAM	7.10	68	VERY HIGH	4	64	VERY HIGH
22	SL	7 KHODIJAH	7.10	58	VERY HIGH	4	52	HIGH
23	SH	7 ASIAH	7.11	58	VERY HIGH	4	59	VERY HIGH
24	TA	7 MARYAM	7.1	65	VERY HIGH	4	57	VERY HIGH

From the results of group counseling SFBC technique, it can be seen that there is a decrease in the number of scores from the questionnaire for 18 students, although only a few points.

Table. 2

CATEGORIES	INTERVAL	FREQUENCY (F)	PERCENTAGE (%)
LOW	1---19	0	0
MEDIUM	20--38	9	8
HIGH	39--57	83	72
VERY HIGH	58--76	24	21
	TOTAL	116	100

From the initial data above, it is known that there are 8% or 9 out of 116 students who have a moderate *homesickness* category, 72% or 83 students in the high *homesickness* category, and 21% or 24 students in the very high *homesickness* category.

Table. 3

CATEGORIES	INTERVAL	FREQUENCY (F)	PERCENTAGE (%)
LOW	1---19	0	0
MEDIUM	20--38	0	0
HIGH	39--57	1	4
VERY HIGH	58--76	23	96
	TOTAL	24	100

From the data above, it is known that before group counseling services with SFBC techniques were carried out, 4% or 1 student fell into the high *homesickness* category, and 96% or 23 students fell into the very high *homesickness* category.

Table. 4

CATEGORIES	INTERVAL	FREQUENCY (F)	PERCENTAGE (%)
LOW	1---17	0	0
MEDIUM	18--35	0	0
HIGH	36--52	3	13
VERY HIGH	53--69	21	88
	TOTAL	24	100

From the results of data processing cycle 1 (after group counseling services with SFBC techniques) it is known that 13% or 3 students are in the high *homesickness* category, and 88% or 21 students are in the very high *homesickness* category.

Table. 5

N O	NAME	BEGINNING DATA		INITIAL SCALE	CYCLE 1		CYCLUS 2		FINAL SCALE
1	AQ	6 4	VERY HIGH	5	5 5	HIGH	5 1	HIGH	5
2	AD	6 1	VERY HIGH	3	6 0	VERY HIGH	6 3	VERY HIGH	4
3	AG	6 5	VERY HIGH	5	5 7	VERY HIGH	6 3	VERY HIGH	5,5
4	DA	7 3	VERY HIGH	4	6 8	VERY HIGH	6 8	VERY HIGH	6
5	EA	5 8	VERY HIGH	1	6 2	VERY HIGH	6 2	VERY HIGH	2
6	HN	6 6	VERY HIGH	2	6 8	VERY HIGH	6 7	VERY HIGH	2
7	JS	5 9	VERY HIGH	2	5 6	VERY HIGH	5 8	VERY HIGH	3
8	KA	6 3	VERY HIGH	2	5 0	HIGH	5 2	HIGH	3
9	KH	6 2	VERY HIGH	3	5 4	VERY HIGH	5 9	VERY HIGH	3
10	KN	6 1	VERY HIGH	2	5 6	VERY HIGH	6 3	VERY HIGH	3
11	KS	5 9	VERY HIGH	3	5 4	VERY HIGH	5 3	HIGH	5
12	LB	6 8	VERY HIGH	0	6 1	VERY HIGH	6 2	VERY HIGH	2
13	MM	5 8	VERY HIGH	2	5 7	VERY HIGH	6 1	VERY HIGH	2
14	NH	5 3	HIGH	3	5 7	VERY HIGH	5 7	VERY HIGH	4
15	NS	6 3	VERY HIGH	2	5 2	HIGH	5 4	VERY HIGH	3
16	NZ	6 4	VERY HIGH	3	5 7	VERY HIGH	5 5	VERY HIGH	4
17	QA	6 1	VERY HIGH	2	6 6	VERY HIGH	6 1	VERY HIGH	5
18	RY	6 8	VERY HIGH	6	5 9	VERY HIGH	5 1	HIGH	6

19	RP	5 9	VERY HIGH	4	5 4	VERY HIGH	5 2	HIGH	5
20	SN	5 8	VERY HIGH	4	4 8	HIGH	5 7	VERY HIGH	5
21	SD	6 8	VERY HIGH	4	6 4	VERY HIGH	5 7	VERY HIGH	5
22	SL	5 8	VERY HIGH	4	5 2	HIGH	5 7	VERY HIGH	6
23	SH	5 8	VERY HIGH	4	5 9	VERY HIGH	6 5	VERY HIGH	2
24	TA	6 5	VERY HIGH	4	5 7	VERY HIGH	4 7	HIGH	5

From the results of the group counseling SFBC technique, it can be seen that there is a decrease in the number of scores from the initial questionnaire in 9 students who continue to decline from cycle 1 to cycle 2, and 16 students who have decreased from the initial score, although only a few points. And there is an increase in the comfort scale of 20 people.

Table. 6

CATEGORIES	INTERVAL	FREQUENCY (F)	PERCENTAGE (%)
LOW	1--17	0	0
MEDIUM	18--35	0	0
HIGH	36--53	6	25
VERY HIGH	54--71	18	75
TOTAL		24	100

From the results of data processing in cycle 1 (after group counseling services with SFBC techniques) it is known that 13% or 3 students are in the high *homesickness* category, and 88% or 21 students are in the very high *homesickness* category. From the results of data processing in cycle 2, it was found that 25% or 6 students fell into the high *homesickness* category, and 75% or 18 students fell into the very high *homesickness* category. Here there is an increase in percentage from 13% to 25% for the high category and a decrease in percentage from 88% to 75% in the very high *homesickness* category.

CONCLUSION AND RECOMMENDATION

The results of this study conclude that there is a decrease in the level of *homesickness* in students, this can be seen from the comparison of the total score at baseline, then in cycle 1 and cycle 2, and also an increase in the comfort scale. From the results of data processing in cycle 2, it was found that 25%, or 6 students belonged to the high *homesickness* category, and 75% or 18 students belonged to the very high *homesickness* category. Here there is an increase in percentage from 13% to 25% for the high category and a decrease in percentage from 88% to 75% in the very high *homesickness* category. Then there is an increase in the comfort scale from cycle 1 to cycle 2 by 20 people.

Based on the results of the study, the researcher provides several suggestions, namely:

- For future researchers, the distance between cycles 1 and 2 should be carried out in 2 weeks, not 1 week, so that it is more effective.
- The scale of the questionnaire answers can use a Guttman scale with Yes and No answer options, which makes scoring faster.
- The use of SFBC techniques to reduce homesickness at different levels of education or on different objects, for example for *boarding school* high school students, and *boarding school* junior high school students.
- You can use other techniques such as CBT to reduce the level of *homesickness*.

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